

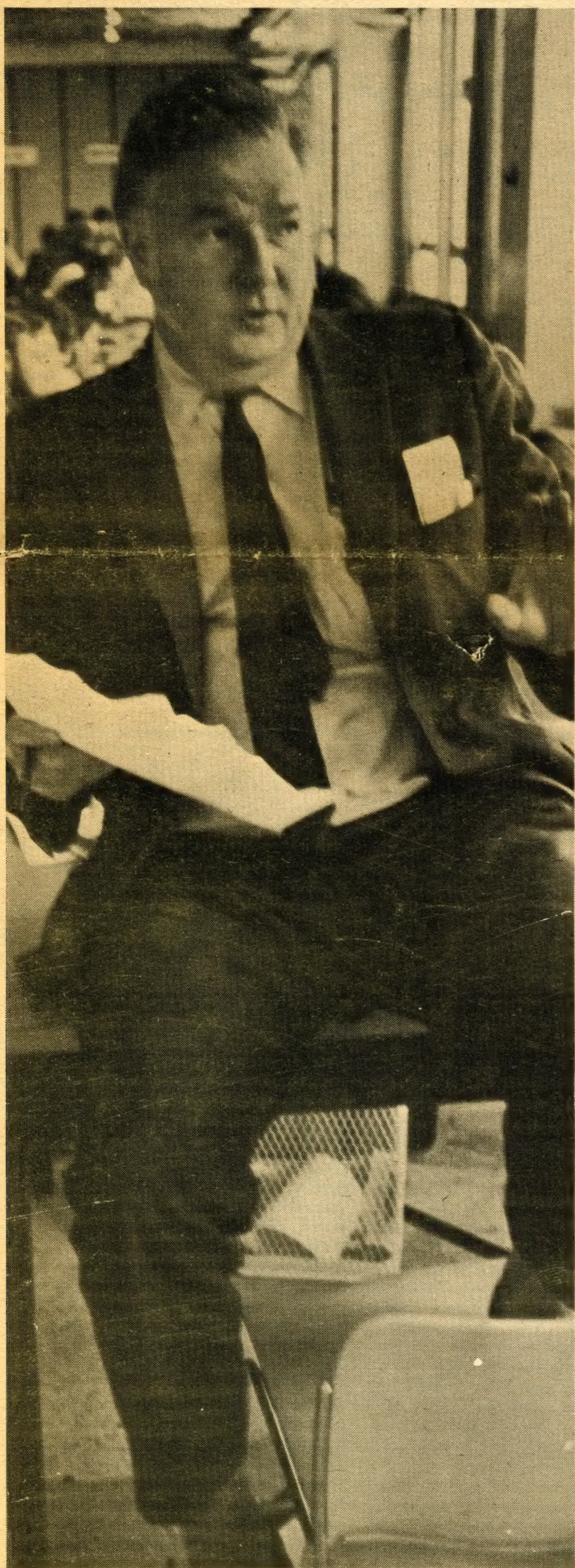
# ISSUES & EVENTS

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## Adams on what happened

Pre-registration, the dream of last year's detained and disappointed students, became this year's nightmare. Registrar Ken Adams, looking back, conceded that registration would have gone more smoothly if they scrapped the new system in the beginning.

Why? Adams, one of the original backers of the pre-registration system, listed several points which all contributed their fair share in the confusion. "A preliminary estimate is that 75 per cent of the students who did pre-register made significant changes in their package. We had no idea that students would change their minds to the extent they did."

This, followed by a week of solid work by the registrar's office sifting out program conflicts which the computer failed to do. "I only lost my temper once," Adams remarked with some pride: "A student came to me and said that he only got one of the courses he wanted; then he said two. 'I said 'look, you either have one or two courses' and as it turned out he had all five courses he asked for but decided in the end that he only wanted one of them."

The registrar singled out one of the biggest and still unsolved problems in the registration procedure: space limi-

## registration

tation. "Our original intention was to get information about course demands to show faculty where the pressures were," Adams said. But a number of details cropped-up. First, students pre-registered for courses which either through lack of pre-requisite or through failure, they were not entitled to be in.

Another problem related to this was that students, in many cases, failed to list their courses on a priority basis, listing required courses after their electives. The computer discriminated from the top down, accepting electives and rejecting required courses. And this leads to another point, Adams said, required courses.

"Major programs are open to everyone, yet the seats available do not meet the demand," the Registrar said. "Some system", he continued, "must be devised to either provide the seats or restrict the programs." Adams posed a question: is it the university's job to muster the resources, both in manpower and money to meet what he called "whims" or "fad courses", or should the university, in fact, impose a limit on available seats?

One of the loopholes in the system, Adams admitted, was the weak commitment made both on the students' part and on the University's. University Council voted against making the pre-packaging compulsory, making it easy for students to have second thoughts but extremely difficult to make second choices, since most of the course cards were committed to other packages waiting for students, who as it turned out didn't want them. The University's fault in the process was its failure to meet certain commitments in course offerings, either because of budgetary pressure or because of inadequate planning.

"Even a simple thing like a sabbatical can make things very difficult," Adams said. "One Social Sciences faculty member went on one while his course was still offered, and the department was still trying up to the beginning of registration to replace him but they couldn't and the course was cancelled." Result: scores of students out of one course, looking for another probably filed in other packages.

Should students be given the flexibility to change their minds? "Don't misunderstand me," he said, "all I ask is that students do this after the main registration procedure, in the normal way." Asked whether or not he felt students should be required to make their choices with only information concerning course offerings and without knowing either instructor or scheduling, Adams pointed out that he had failed in his bid to have departments make as much information as possible available. "But I'm sure that we could have at least all this information available for at least 75 per cent of the course offerings."

Compiling all course information and disseminating it takes time. And time, Adams stressed, is at a premium when you have to contact students before the summer break. Programs are determined by department budgets which are only available after the Quebec government makes known university grants, usually sometime in February. But it isn't always in February, as was the case this year, when the provincial budget wasn't made known until after the April provincial election.

But even taking all this into account, Adams believes that most of the information should and can be available. "The actual input of budget should not affect programs," he says.

Does the system have any hope of working? Adams is optimistic and believes the mechanics of the system are sound. "It is the underlying problems which have caused the delays and mistakes," he contends. "You have to remember that registration lasts ten days and there were three bad days." □





Armed with a stack of computer reports, Adams cited a point: "Three thousand people going through in one day proves that the mechanical aspects are sound." He admitted that the underlying human errors on both students' and the University's part slowed down the system in one bad day that took 19 hours to process 1900 students, some of them it has been alleged, waiting almost 12 hours.

The registrar said that one change from last year's procedure proved a good one: "In the cafeteria, we didn't have the constant computer breakdowns that we did in the basement because of over-heating." Another plus, Adams feels, is that there were only 2100 course errors, weeded out

manually in the 27,000 processed by the computer."

Perhaps more important, Adams thinks, is that students, faculty and administration have learned something: "The experience of the whole thing has reached a lot of people which should make people think a little more."

Except for people failing to have their desired programs, the system, according to the Registrar, is not that bad: "I'm adamant about it - when I see what other universities are doing - I don't think our system is so bad when you can get your courses, contract, ID, all this in one period of usually two hours, which in other universities might take several days."

## Task Force on Registration

Briefs to the task force on registration should be submitted by Monday, September 28. Setting up the task force, the Principal described its mandate as follows:

1. identify weaknesses and shortcomings in the 1970-71 registration process;
2. identify the causes of weaknesses and shortcomings;
3. make recommendations concerning the registration process to be used in 1971-72, having due regard to the lessons of this year and the practical limitations that may exist.

Chairman of the task force is J.H. Whitelaw, Coordinator of Academic Planning. Other members are K.D. Adams, Registrar; Assistant Dean of Arts Michel Despland; F.D. Hamblin, Secretary for Engineering Graduate Studies; Assistant Dean of Commerce Henry Tutsch; Acting Dean of Science J.R. Ufford; Michael Sheldon, Assistant to the Principal.

Both organizations and individuals are invited to submit briefs, which should be sent to Michael Sheldon, secretary to the task force. Those who submit briefs may be asked to develop their views and proposals in a subsequent meeting with the members of the task force.

## board of governors

## registration

Reporting on registration, Dr. John Smola said that the difficulties and their causes have been numerous and complex. He cited three key areas: 1) in some cases it has not been possible to meet the demand for certain courses in important academic areas; 2) students have changed their minds with regard to their pre-packaged courses; 3) registration and computer staff have not had the time to work out the resulting conflicts and rearrangements. Elaborating on the situation, the Principal cited the problem of providing enough new courses and programs in Maths. This was caused by a higher failure rate than anticipated in first year, so that a large number of students needed to repeat courses and funds were lacking to provide the extra courses. Also, it had not been possible to provide all 3rd and 4th year students with the particular courses they wished to take in such disciplines as Psychology and Sociology. To do so could require adding five or seven professors to a department. This raised questions of policy as well as finance, and could not be solved by even the best administrative procedures. Further limitations were the number and size of classrooms available, and the ceilings that professors set to the size of the classes they taught.

Dr. O'Brien said that the programming of the computer had not been adequate, but it was a general experience that a complex new program broke down on its first run.

Stuart Stuart reported that a number of students had been most dissatisfied at not getting the time slots and professors they requested. Dr. O'Brien said that with present financial constraints it was just not possible to give a substantial choice of time slots, and that when a favourite professor's section was filled students had to be allocated to others.

In general, Dr. Smola reported that it seemed likely that the number of day students registered might fall slightly below the forecast figure of 5,600, but the enrolment of evening students would be above last year.

## fee increase

Wayne Gray asked the Principal whether the task force on the University fee structure approved at a previous meeting of the Board had yet been set up. Dr. O'Brien said that the Treasurer was at

present collecting necessary information and devising models based on various hypotheses. The task force would be named when this work was completed.

## legal aid

Reporting on Alumni Association activities, Mel Zwaig announced that there were now 40 alumni lawyers who had agreed to offer legal advice to students, and that the Alumni loan program for students was being maintained. The Association had set up a team of 50 advisers to manage its affairs during the coming year, 30 of whom would be elected to the Board. The annual meeting would be held on Monday, September 28, with Dr. Victor Goldbloom as guest speaker. The Association had outlined the services of Mr. Matthew Ram, a professional fund-raiser.

## library unionized

Dr. Smola reported that the Library employees have now been certified as a bargaining unit under the title of the National Union of Sir George Williams University Employees, affiliated with the CNTU. The three Health Centre nurses have also applied for union certification.

The Library, Dr. Smola announced, is looking into the question of obtaining live storage facilities.

Between June and August Library circulation was up 80% over last year, reference questions handled were up 105%, inter-library borrowing 60% and inter-library loans 113%.

With regard to the work of the Placement Service, Dr. Smola reported that of 1970 graduates, 45% of those in Arts had been found employment, 70% in Science, 80% in Commerce and 100% in Engineering.

## teaching salaries discussed

Dr. O'Brien announced that salary negotiations with the teaching staff had been concluded within the

sum earmarked for this purpose by the Government. Detailed arrangements are now being worked out, and the entire budgetary process would be completed within the next two weeks. Financing of the additional faculty appointments made earlier in the year was still being discussed with the Department of Education. Meanwhile, possible means of saving money were being studied in a number of areas. One suggestion under consideration was

to combine the fall and spring convocations to save the cost of a fall convocation. Mr. Alex Duff, Chairman of the Board, praised the spirit of cooperation shown by SGWU during a very difficult period.

The Chancellor announced that the deadline for nominations for honorary degrees was December 1. Nominations accompanied by supporting data should be sent to the Registrar.

## loans & bursaries

## how to obtain one

Applications to obtain a loan or a bursary for the year 70/71 are acceptable from now on. In fact, the Department of Education's Loans and Bursaries Service is at present mailing to all recipients for the school year 69/70 an application form for a loan or bursary for the coming year. All others may obtain from regional school boards, from regional offices of the Education Department, from recognized educational institutions and from the Loans and Bursaries Service of the Education Department a small explanatory folder entitled "Loans and Bursaries" which contains a registration card. On receipt of this registration card, the Loans and Bursaries Service will mail the sender an application form.

Forms, obtainable at Dean of Students office, should be returned before September 30. In the case of forms sent to candidates between September 1 and 30 (after which date, no more will

be mailed), an additional month is allowed for returning them. Applicants must be Canadian citizens, must be domiciled and have lived in Québec for more than one year and must be enrolled full time in a recognized educational institution in order to be entitled to consideration under the loans and bursaries system. The list of recognized institutions is published each year by the Department of Education. It includes Québec institutions and a certain number of colleges and universities in the other Canadian provinces.

On this application, the student is required to give full details on the amount and nature of his resources. On the strength of this information and of provisional data, the Service sends the student an "aid computation" regarding his application. If this estimate has given evidence that there is a need for financial help, the notice states the amount of the loan which the government is willing to guarantee for the student at a credit institution. In case a loan is refused or its amount is considered inadequate by the student, the latter may make an appeal to the revision committee. Request for this must be made before February 1, to Loans and Bursaries Service, Education Dept., Québec.

When the student has been granted the maximum loan for his category and may be entitled to a bursary, he receives a request for confirmation of his vacation earnings. The Loans and Bursaries Service then decides whether the student is entitled to a bursary and determines its amount. In any case, the student has no right to benefit by this bursary (a cheque remitted after the month of February) until he has borrowed the maximum amount of the loan authorized for him.



*Howard Adams, a Metis leader who came under fire from Saskatchewan premier Ross Thatcher while on the faculty of the University of Saskatchewan, was a visiting professor at Sir George Williams University's summer session in education. At present, Adams is on leave from Saskatchewan and living in Vancouver where he will spend the next year writing on Indian and Metis affairs. Below, he talks about the problems and goals of his people.*



# Métis Adams:

## "THESE ARE DESPERATE PEOPLE!"

### *What at 40 made you reject White goals for Métis goals?*

The real turning point came when I was studying in Berkeley particularly during the year - what is called the revolt of the students - when I saw the Black people being involved in this movement, standing up for their rights. I realized more and more that I certainly wasn't of the White world and when I could see the White power structure, the Hudson Bay man, the provincial official, quite clearly to me where the Blacks were and where my own people were. And I was very anxious to get home to Saskatchewan.

### *What are the immediate issues?*

An urgent thing with us is that we want control of our own communities. We are controlled by a White power structure, the Hudson Bay man, the provincial official, the social worker, the priest, the school teachers, the mounties. They occupy the community, they control it and we're subjected to their very authoritarian way of life. We should be on the municipal boards, school boards, we

should hire our own teachers. We have to exercise the major decision making in our communities. Another thing we have to control is welfare. Many of us are on welfare.

The welfare workers and Metis are coming rapidly into conflict which could develop into an ugly situation. In employment we want to have our own retraining programs.

### *Do you have the personnel to staff these programs?*

In some communities we have people who are educated - probably in the informal sense - who understand what's going on and who are capable of, for example, running school boards. We don't have enough people to train our own technologically and we would have to hire White people to train us but we would have to be their managers. And at the moment we need some (Whites) in the educational field though we would move quickly putting in our own teachers even though they may not have certification.

### *Doesn't certification just mean that you have had teacher training?*

Certification means teaching in racist society and in racist schools. The schools teach us inferiorization, they

destroy our skills and confidence. If we had our own schools and our own teachers they wouldn't be racist. We need to be taught our own culture, our own language so we can build up pride and develop certain skills so that we could participate in society which we can't do at the moment.

### *What specifically cultural are you hoping to develop?*

Culture is very difficult to define yet the natives are always talking about it. They won't give up their culture but they are unable to articulate it at the moment. The living experience I suppose, for instance, older Métis living as Métis in their communities or young students in a classroom would get this across better. I know that education as the vehicle to success is not important in our culture, the highly structured way of life - you're home for meals punctually - this is not important again. Social mobility - moving up in academic and business life and achievement are not important. Competitiveness which I think as being part of the Protestant ethic is just not a part of our culture. It's a nebulous thing I suppose but we have to grapple with it sometime. But I feel that White society is a vicious society, rigid, authoritarian; I feel it's very destructive to the individual. The hippies are probably right in wanting to opt out of it.



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*What about language?*

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The people are insisting that we speak Cree. As soon as we take over the school boards, Cree will become sort of the official language, at least on the Prairies. But we will have to speak English on a national basis, for instance, when we speak with Indians in the Maritimes. Language is a transitional thing, a kind of protest.

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*How do you reconcile the contradiction of rejecting the competitiveness and structure of White technological society with your economic dependence on it?*

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Productive forces of society to determine culture to a certain extent, O.K. It is a dilemma. I feel we do need to relate ourselves to the technological world to get employment and yet at the same time we need to live relatively separate culturally. We could bus ourselves into the cities and jobs and back to our communities at night but I think after a while this would change our value system and White values would be introduced into our own communities. Maybe there's not so much wrong with that but it's the transition we have to make now. But before we can come into the mainstream society, there have to be serious changes in the mainstream society. For instance, I believe that the capitalistic world is the main cause of racism; I don't think it's possible to integrate into it.

Maybe a few generations from now a new society will emerge that we can fit into. But now, half breeds condemn me for saying that we must work in a technological world - they say the hell with that. I think though that the men will insist that they want to work in a technological world and we won't be able to stop them from going into the mainstream world.

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*Assuming a new non racist society emerged to replace capitalism, would there be total integration?*

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I would think once that stage came, racism would be gone and we could retain our Indianness just as the Jews retain their culture, in mainstream society.

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*Anti-semitism has always existed in one form or another. If racism didn't exist, wouldn't your guard be down?*

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Well to that extent, racism has awakened us. It does keep us on guard and it is the element that is unifying us because it is easy to organize and bring people together on the basis of racism. It's a big rallying force.

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*Would you say that you are racist?*

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A minority group can never really be racist if it doesn't control the institutions and other things that make society racist. But I suppose in one sense we are racist because we do feel ourselves as one racial group and in the future we may feel a little bit superior. We're going to feel arrogant and hostile towards you people and we're not going to give a damn about you.

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*Don't you think you're getting into the same bind that Whites are in?*

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This is possible but I hope it will only be a transitional thing. I don't think that the Indians and the half breeds will ever be in a position to form the power structure to have, for example an all Indian university where White people have to come to it. I don't think that's a possibility. There is the possibility that as a minority group we will become quite racist which I do feel is very important at the moment because it is such a great mobilizing force. I don't hesitate at all to get this feeling across to my people and really whipping up racism.

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*How many are interested in the movement?*

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I would say now - in the last 3 or 4 years, it's begun to revive. I would say well over 50% are interested. That's not to say that every one is involved, maybe only 10% participate in an active way.

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*Who are the participants?*

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Not the old people. I would say the young people up to age 45 are the active ones. The old people do go to meetings and are becoming interested. The other thing is that there is a difference between the Indians and Métis in that the active Métis come from the rural areas and the active Indians from the cities. Métis in the city generally want to get lost in the mainstream society because they are the ones who have been successful in mainstream society.

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*The more jobs available, the less interest in the movement?*

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Right. This is one of the hazards of a movement. It is true that some half breeds come into the movement, benefit from it and then leave it. Another problem is that the White power structure buys off our leaders with well paying jobs. The problem is that these people don't feel as angry as they did before.

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*How do you plan to attack the dual problem of getting jobs and keeping the movement going?*

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We have to start with our young people and teach them that Red is beautiful and we will have to use propaganda quite extensively. And I'm not hesitant about using this indoctrination to make our people proud of their racial background. Right now we lose our children through the White schools. We have to start with Saturday or evening schools.

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*What are your plans for building the movement?*

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We need to get all all people involved. We need funds for radio stations, more newspapers, propaganda leaflets to educate and organize the people. We have to organize our people around meaningful issues - at the community level. Issues like housing or a new recreation hall. This is our problem. We don't have enough leaders and because we're poor, we're always going to be short of funds. Our people are starving to death so we have to put more pressure on the government in order to get more welfare.

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*Is there starvation?*

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I don't say great numbers are starving but it does exist. We know a great many die of pneumonia but it's really malnutrition. There are a large number of half breeds living on rabbits in the winter time. In the summer, they supplement this with berries and some fishing. They live in shacks they build themselves and it's very primitive. It's the kind of situation that can be readily exploited for revolution. These people are at the end of the line. These are desperate people.

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*How do you feel about violence? Is it effective?*

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In some cases, yes. In Saskatchewan, for example, we have had some violence and we have got the power structure to act out of fear. I'm not involved in violence - it's a very anarchistic and spontaneous thing. It can bring results but, again it can do a lot of harm in bringing a White backlash and all the leaders could be arrested.







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*How does the Trudeau government, in your terms, compare to previous governments?*

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Worse. The White paper has stirred up the Indians through getting rid of the reserves by giving land titles to the Indian who will sell it when he gets drunk or loses it through taxation since the land will be taxed. The reserve will be broken up and they'll have nothing. The reserve is the base of Indianness, culture and history. This will crush the Indian movement, it will dissipate it. The Indians see the White paper this way and they are organizing on this basis. Trudeau thinks that it's absurd or unthinkable that a group of people in Canada should be living in extra privileges and under treaties in this day and age.

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*What changes would you make in the White paper or would you just throw it out?*

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Well, I would just throw it out and rewrite it. I would certainly keep the reserves and let the Indians decide when the Indians want to move off the reserves. This will happen in time because there are no more resources, the young people are going. It's the older people who want to stay on the reserves, so it should be possible to let them live there. The younger Indians should be helped financially and reenforced. I think the ones who move in to the city will form ghettos. I don't see anything wrong with that because we can come together that way. Treaties don't matter that much because there is very little that the White man has to honor. But the Indians should certainly have their own schools and be left to develop their own culture. The White paper plays into the hands of the militants.

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*How does your struggle compare to the Black?*

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About ten years behind. It's the same thing although some people give me hell in saying this. I believe that we're colonial and oppressed people just as the Black people are. We're all part of the third world movement and that we have to go through our national liberation. But we are behind, for instance because our situation is rural, rather than in the cities and our communication links are not as developed. But we will short cut a lot of things like the long procedure of civil rights.

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*Do you see a better White population, in terms of the youth revolt?*

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Yes, I really do. I wouldn't be an eternal optimist if I didn't see a lot of attitudes changing, when I see these people with ideas of a society that might be one of true brotherhood and a greater sense of humanity, less on materialism and exploitation.

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*You said recently that you give the White population two years. What do you mean?*

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If you do nothing and you continue to oppress, time will probably run out in two years. These people are running out of patience and they're becoming developed politically. Real social disruption may come if things don't change and no leader will be able to control it. ■





# THE URBAN PROBLEM / first of a series by R.W.G. Bryant, geography

So much is being written and said about cities and their problems these days that it is fantastically difficult to write a "mini-essay" on the topic without being platitudinous.

The Anglo-Saxon tribes, on either side of the Atlantic, do not know how to build cities nor yet how to live in them. This is, of course, why I enjoy Montreal, because it is not an Anglo-Saxon city. There are no real cities in England outside London - only industrial agglomerations, mushroom products of the Industrial Revolution, Birmingham, Leeds, Liverpool, and such like grew up in the last two centuries, often replacing much older cities like Chester or York or Salisbury, which remain as cosy little spots.

Our problem is that of the really big city - quarter-million plus, and most of all, the really big ones, Montreal or Toronto size. Beyond that, one might cite New York, which isn't a city at all, so much as an insoluble problem. More and more people live in cities, and bigger ones at that. Agriculture, these days, requires less and less manpower for a given production, and rural depopulation goes hand in hand with mushrooming urban growth. An ever-increasing proportion of the population lives in cities - and big cities at that - so that when we are discussing cities and their problems, we are in fact discussing pretty well the whole gamut of the social problems of our time.

The city is certainly not a cluster of houses around a mine-head Silver City, etc. - in any save a formal sense. Administrative definitions aren't much help. The city boundaries of Montreal enclose only a fraction of the population, and an even smaller fraction of the area, of that which people think of as "Montreal". This sort of thing is familiar and frequent, right round the world - London, Sydney, Tokyo, New York, all comprise urban realities, generally not at all corresponding to the boundaries on a map. Here we are getting rapidly out of "definition" into the rub of one of the biggest urban problems.

The city is much more than a collection of people and buildings, in relatively close association. It grows because it has functions - economic, cultural, administrative, and so on; and in modern cities, the functions are very diverse and very numerous. By the same token, it contains people of all sorts, shapes, sizes, and sexes. This diversity is so essential to the city that one must include it in a definition. The city is a diverse and multivalent entity. It isn't simply a large village - the difference is in kind as well as in degree. Some cities consist of a collection of villages, or neighbourhoods. This is so, even in London, for example, where someone may still think of himself as an inhabitant of Hackney or Lambeth. It is so in many cities in the so-called under developed world; Calcutta, for example, where Bengalis, Sikhs, Gujaratis, and other groups have their own quarters. But in modern cities, these divisions tend to loosen up, as the whole city comes to be cemented together by an infinite variety of cross-linkages.

To earn one's living is an elemental need that cuts across divisions. In Montreal, a classic case of two communities (at least) living in symbiosis, it is no longer true that Boulevard St. Denis demarcates French from English.

The city, then, hangs together as a unit, encompassing all its diversities. However many social, ethnic, and economic groups it may contain, all are linked together. The city, then, has a personality of its own.

Cities are like wine - they often improve with age. Some of the most fascinating cities are those where modern economic functions have been superimposed on an ancient city, like Paris, London, Milan, Frankfurt, Copenhagen, Amsterdam. But of course city planners cannot lay out old cities, any more than architects can build old buildings. It's a pity they can't! Even so, like it or not, new cities like Calgary or Edmonton have personality and character, too - even if the approaching traveller might be greeted

with juxtaposed signs, "The End of the World is Nigh: Drink Coca-Cola".

THEY EVEN HAVE Coca-Cola signs in Lima, Peru. The world is becoming coca-colonised. I never drink the stuff, myself: a) I don't care for it, b) as a matter of principle. "Eat Grandma's home-made Farmhouse Cookies" - that never saw a farmhouse in the chromium-plated assembly line, with rubber-gloved white-coated antiseptic minions presiding over the mass-cooked cooked-mass kooky cookies. It's amazing how much mechanically de-natured rot-gut the human frame can stand, but let's forget about the farmhouse slush; for slush it is - sentimental nostalgia for the horny-handed tons of soil, oops, sons of toil, with roses round the door of their outhouses.

We send each other Christmas cards with pictures of sailing ships, or stage-coaches in the snow, arriving at the inn, with hostlers bearing dip-candles or oil lanterns. Do we send Christmas cards with pictures of container ships or super-tankers or Folkswagons? Do we, heck! Urban problem Number 1 of our time: we have not yet come to terms with the post-industrial city, and therefore, we do not know how to handle it. We still hanker for rustic idyllic calm, but in practice that might simply mean having to bear the sight and sound of the idiot next door chasing a power mower round his manicured turf. Didn't anyone ever tell him that the best kind of turf-preserver is sheep? Not the two-legged kind in pants, but the real un-housetrained sheep that keep grass cropped faster than any mower, and also produce fertiliser, wool, mutton, etc. Power mowers produce nothing but air pollution, and when they're dead, they're junk.

If we go to church, we are likely to sing hymns and psalms to the good shepherd of the flock - never (as yet) to the good mechanic in the corner gas station. The Humble Oil Company wishes you happy motoring. Your humble servant wishes

that the Humble Oil Company would unhumble itself, and cease and desist from urbanising the Arctic.

Women's Lib is a great thing - but how about liberating all the female phonies like Aunt Jemima, Betty Crocker, Sara Lee, Ann Page, - prancing mountebanks one and all, with no bras to burn except in the copy writers' mass-kookie filing systems. General Electric, General Motors, General Foods, General Dynamics, General Claptrap (Inc.) General Humbug - ad. lib et ad nauseam.

Is the City all that phoney? Yes and no. The other day I went to Milan. One evening I potted down to the Cathedral Square and found a P.C.I. demonstration going. Loudspeaker vans playing the "Internationale" - which still stirs my aging bones in spite of the putrescence of the ideal it stands for. P.C.I. is "Partite Comunista Italiana". A goodly portion of the Milan gendarmerie was lurking in the side-streets, in case of trouble, but there was no trouble. On the morrow, I breakfasted in Biffi's-the restaurant at the intersection of the Galleries - a great thing, that - covered malls that take the pants off Fairview, but which have been around a helluva lot longer. Then I poked around the magnificent wedding-cake which is Milan Cathedral. Across the way, the city council was running a Circo exhibition in an ancient palace. Beyond the Galleries there is the Scala Opera House... Now, they couldn't put on a show like that in Youngstown (Ohio), or even Cleveland, for obvious reasons. Yet those are cities, too. Even in Milan, one of the parties was running its election platform on the point that the cultural facilities ought to be more evenly distributed to the benefit of the suburbs, rather than concentrated in the centre. A familiar issue.

As I see it, most of what is generally discussed as the "urban problem" can be included in the question of how to make the city tick, as a community.







# External influences and the University's response

This University will have to make priority decisions, postponing some developments in order to realize others. A university must take account of the outside environment in which it operates: that environment provides the university with resources \*and expects certain results from them. The amount of resources made available can be affected by the university's policies. This relationship should not become one in which the university serves the Establishment without question, but it cannot be one in which the university expects society (i.e. the taxpayer) blindly to support all its ambitions without regard to their cost or their social usefulness. It is the responsibility of the central University bodies, such as University Council and the Academic Priorities, Planning and Budget Committee to lay down guide lines for the use of Faculties and Departments, and to judge proposals coming from lower levels in the University in the light of external considerations and university-wide concerns.

## Development of a University System

The days when each university could develop its own independent policies are over. Conscious planning at the provincial level is replacing the old system in which the independent initiatives and rivalry of independent institutions were assumed to provide adequate coverage of needs. In future there will be more attempts to avoid duplication of programmes, ensure adequate places for all students, and organize cooperative efforts among universities in areas that are either too expensive or in too little demand to justify programmes in several places. This work is already underway under the direction of the Department of Education, the Council of Universities, the Conference of Rectors and Principals, and through ad hoc arrangements among the universities.

Here are some examples of what is happening. There is a Committee on Programmes, established jointly by the Department of Education and the Council of Universities, to review new programmes, and old ones also where unnecessary duplication may exist. Its recommendations will certainly affect government grants in future. The same two bodies have established another committee to investigate the desirability of establishing a Central Admissions Office for all Quebec universities for the fall of 1971. This would facilitate dealing with multiple applications by a single student, and is similar to what already takes place in Ontario. The Conference of Rectors and Principals is pursuing the establishment of an Inter-University Consortium on Water Research to coordinate activities in this area.

## CEGEP Transition

Between 1970-71 and 1973-74 the English universities in Quebec will gradually reduce enrolment in the CEGEP-equivalent programmes to zero. Total enrolment at Sir George Williams will remain approximately constant during this period as numbers at other levels grow to offset the

CEGEP drop. Since growing enrolment is an important factor that generates additional revenue, the rate of expansion of the University must slow down during this period. The University must gradually make internal shifts of resources away from the CEGEP level toward the other levels. This process will begin in 1971-72, as CEGEP-level enrolment starts to fall. The way in which these shifts are made will be one of the most important influences shaping the future of the University, since these shifts will provide one of the larger sources of disposable resources during the next few years.

## Priority Development of French-Language System

A basis for Department of Education policy has been that educational opportunities should be made equal for all segments of the Quebec population. Since the English-speaking group has had easier access to university in the past, this policy finds application in a priority given to the development

cussed in impressionistic than in precise terms. There is even confusion about the number of university students in the two language groups, because of the much larger CEGEP component in the English universities. It is probable that these issues will continue to be active until the development of the French universities, and the phasing-out of the CEGEP level from the English ones, establishes an equilibrium. The financing of English universities may well be affected until the balance of students by language approximates more closely the ratio of the two language groups in the population at large.

## Concentration and Centres of Excellence

The days in which a university could aspire to the full development of every field of knowledge

## the university

universities cannot support a Medical Faculty -- but within existing Faculties and Departments as well. Thus an Engineering Faculty may have to dismiss the possibility of entering Chemical Engineering, or an Arts Faculty that of introducing African Languages -- not because these subjects are unimportant, but because the provincial system does not have enough students to justify them in all universities. Similarly, a Department may be obliged to curtail certain specialized aspects of its subject, or find that it cannot justify offering programmes at the doctoral level.

The response of a university to the end of the period of unrestricted growth is vital for its future welfare and standing. Sir George Williams University is fortunate in being better placed than many other universities to wrestle successfully with the problems. We have a sufficient range of programmes, at levels from the bachelor's degree to the doctorate, to have an established position as a university. At the same time, as a relatively young university, we are not overburdened with programmes and commitments undertaken in earlier days and under other circumstances, which are difficult to continue but also difficult to drop.

Each university, and the units within it, will have to identify the areas in which it has something special to contribute to the system, and bring these forward. It will be relatively rare for a new area to be developed from nothing within an existing university by a massive infusion of funds. Instead, universities will be expected to allocate their overall resources to develop those areas where they already possess a strong basis, with due attention to avoiding duplications which are not justified by the overall needs of the system, and to cooperate with other universities in the establishment of programmes. Thus each university will develop its centres of excellence to complement one another, as well as a basically sound structure throughout its operation.

Many things may influence a university in selecting the areas on which it concentrates: traditional areas of service, particular facilities that exist, a particularly able team or an outstanding professor in some departments. From time to time these assets may change, and the university may find it desirable to change its emphasis. However, to avoid over-frequent change in direction and waste of resources, some consistent planning is necessary, taking explicit account of the external restraints within which the university must operate.

The alternative approach -- develop every area equally on a broad front, and add new fields as they emerge -- will lead to an average competence across the university, and this is an honorable state.

It will also lead the university into an increasingly marginal position in the university system, since it will have little of interest to offer to the students and professors of other institutions. Its advanced degrees will be pedestrian and perhaps suspect, since average competence at this level is little respected. The long-run future of such an institution may well be in doubt.

by  
**John O'Brien,**  
**Principal**

(Statement to A.P.C.)

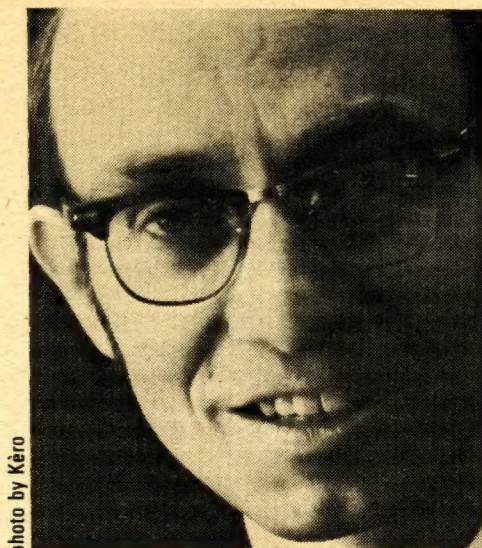


photo by Káro

of French-language universities. The establishment of the University of Quebec, and grants for "rat-trapage" given to the existing French universities are examples of the application of this idea. The difficulties this University has experienced in getting approval for new buildings in spite of overcrowded conditions is another way in which the priority on French-language development is seen.

A precise statistical and demographic basis to measure the differences between access to higher education for French and English-speaking Quebecers has been lacking. Should immigrant groups be considered English or French for this purpose? What effect do differences in the demographic characteristics of the two groups have on university attendance? These questions are more often dis-

have passed. The rapid expansion of knowledge, the skyrocketing costs of education, and the limitations of government willingness to support unlimited growth ensure this. This is a worldwide phenomenon, and it would be a mistake to believe that it is limited to Quebec, or caused by circumstances peculiar to Quebec. Local conditions give the problem a particular form, but the problem itself is general throughout higher education.

The emphasis on developing a university system arises out of these pressures. Within a system the component universities are expected to develop a particular role, to concentrate in certain areas of development, and to leave others to other universities in the system. This is true not only at the level of Faculties -- the classic example that all



# SGWU / THIS WEEK

## tuesday 15

WEISSMAN GALLERY AND GALLERY I: Loeb Collection through September 30; 11 a.m. - 9 p.m.  
Monday - Friday, 11 a.m. - 5 p.m. Saturday.

GALLERY II: Drawings from SGWU permanent collection through September 28.

FRENCH 201 - SECTION TV: Start of at-home beginners French course for credit on channel 9 (for Cable TV subscribers) at 7 and 8:30 a.m., 10:30 p.m.

## wednesday 16

UNDER ATTACK: The national TV show tapes in the theatre with labour leader Michel Chartrand and Kate Millett ("Sexual Politics") successively under fire from student panel and audience; doors close at 7:15 p.m. for both shows - tickets available through SA and ESA offices.

## thursday 17

UNDER ATTACK: Taping with guests State Secretary Gérard Pelletier and astrologer John Manolesco; time, tickets as above.

CONSERVATORY OF CINEMATOGRAPHIC ART: Start of tribute to comic and horror films in H-110; "Tillie's Punctured Romance" (with Chaplin) and Mack Sennett's "Hypnotized" at 7:00 p.m.; Lon Chaney as the 1923 "Hunchback of Notre Dame" at 9:00 p.m.; 50c for students others 75c.

FRENCH 201 - SECTION TV: Phonetics and rhythm exercises on channel 9, 7 and 8:30 a.m., 10:30 p.m.

## friday 18

BUFFET: Faculty and admin mark the opening of year in the cafeteria at 6 p.m. Faculty Club at 8 p.m.; RSVP 879-5903.

SCIENCE FACULTY COUNCIL: Meeting at 2:15 p.m.

ENGINEERING FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769.

CONSERVATORY OF CINEMATOGRAPHIC ART: Chaplin's "The Gold Rush" in H-110 at 7 p.m.; "White Zombie", a 1932 Bela Lugosi, at 9 p.m.

## saturday 19

FOOTBALL: Sir George vs. Seneca College, 2 p.m. at Verdun Stadium.

CONSERVATORY OF CINEMATOGRAPHIC ART: Laurel & Hardy in "Flying Deuces" at 7 p.m. in H-110; Lon Chaney in "Phantom of the Opera" (1925) at 9 p.m.

## sunday 20

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Eagle" with Rudolph Valentino at 7 p.m. in H-110; "Metropolis" (Fritz Lang, 1926) at 9 p.m.

## monday 21

CONSERVATORY OF CINEMATOGRAPHIC ART: "Reaching for the Moon" with Douglas Fairbanks (1931) in H-110 at 7 p.m.; "The Phantom Express" (1932) at 9 p.m.

## tuesday 22

FRENCH 201 - SECTION TV: Beginners course at 7 and 8:30 a.m., 10:30 p.m.

## notices

### TV LISTINGS

TV monitors in the Hall and Norris Buildings will again carry a rotating listing of University events from 8:30 AM to 10:30 PM.

Full information concerning event, sponsor, time, place and admission charge if any, should be left with the receptionist on the Main Floor of the Hall Building.

Course changes will only be run on monitors at 9:45 AM to 10:00 AM, 12:45 PM to 1:00 PM and 6:00 to 6:15 PM. Notices should be phoned in to the Assistant Vice Principal (Academic).

Evening course cancellations will also be announced daily on Radio Station CJAD at 5:45 PM.

### MOVE

Offices of the Principal and Treasurer will move September 16 to 1420 Sherbrooke Street.

### GRAD STUDIES TESTS

The Guidance Information Center now has full details on all graduate studies admissions tests. Students interested in graduate school information should check with room 440-1, in the Hall Building.



## POLICY STATEMENT

Issues & Events exists in a very general way for three equally important reasons: First, as a record of major decisions made by the various arms of University government; secondly, as an idea forum for members of the University seeking an alternative vehicle of expression and

thirdly, as an information bulletin and calendar of events.

The publication has no particular editorial bias. The content of the paper is determined largely by those interested in contributing to it.

## ISSUES & EVENTS

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